

ROLE OF THE TEACHER IN INculcATING OF MORAL VALUES AMONG HIGH SCHOOL PUPILS

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ABSTRACT

Moral values are foundation of our Indian nations, because of our ancestors are gave more importance to moral values. Tredional and values are more in India than other countries in the world. Right from the Vedic times, Hinduism has given all importance to moral education and socially acceptable behavior of people. Saints like Ramakrishna Paramahamsa and Swami Vivekananda have stressed the significance of moral values in everyone's life. Swami Vivekananda says "we cannot have a great nation with men of low character. Character is destiny and character is only precious jewel that one can cherish to wear". Swami Vivekananda gave importance to "man making education", "nation building education" and "character formation education". Values are the life blood of a civilized human society. They are the saving grace of an educated man or women. Hence education as the only means of inculcating right values in the heart and soul of the youth. Now a day education system is giving more priority of ranks and sent percentage. So that student does not know what is good and what is bad.

KEYWORD: Character, Destiny, Human Society, Moral Values, Personality

INTRODUCTION

The National Policy on Education (NPE,1986) brought out by the Ministry of Human Resource Development (MHRD) stressed the urgent need for fostering "universal and eternal values" towards the unity and integration of the people, based on heritage, national goals and universal perception. The Ramamurthy Committee in 1992 highlighted the need for providing a climate for the nurture of values personal, social, cultural and national values. The great our Indian philosopher Swami Vivekananda tells us "The ideal of all education, all training should be man-making (human-making). Education is not the amount of information that is put into your brain which remains undigested and runs riot-there, all your life. We must have life-building, man-making, character-making assimilation of ideas".

HISTORICAL BACKGROUND OF VALUE EDUCATION

Thought the concept of value education is sponsored by national education policy of 1986, it is very necessary to find out its flowing spring in the history of Indian culture.

Vedic period [4000 to 1000 B.C.] instructions were imparted through **gurucul** or **rishi ashram**. The aim of gurukul education was to inspire student for education, to inculcate spiritual values and to maintain discipline among them. In spite of this importance was also given to vocational and defense education. The important aim of education during Vedic period was formation and building of character.

Buddhist period [600 to 1000 B.C.] Gautam Buddha believed in the following principles; good activities, good behavior, tolerance, non- violence. Buddha aim of education was emancipation, character formation and dignity of labor had also important place in curriculum.

Medieval period [1200 to 1800] during this period kuran the founder of Muslim religion viz., Mohammad paigambar dominated the prevalent situation. The aim of education was develop individual's morality and to produce men of character along with providing vocational zed education were these aims. Mohammad stressed on the development of following values. Truth, devotion to duty, love peace, non violence, brotherhood, co-operation and sacrifice are the values to be inculcated for happiness in human life. He sponsored the principle of equality.

British period [1600 TO 1947] after the establishment of British rule in India christens missionaries began to start the schools. Woods dispatch 1984 had definite objectives for the spread of education among Indians.it was its Endeavour to impart instruction in useful subjects and to enlighten them in intellectual, moral and economic fields but religion education education was deleted from curriculum.

ROLE OF THE TEACHER IN INCULATING OF MORALVALUES

The teacher is role model of school and society.pestolozzy a great teacher saying give me a child for seven years, after words, let the god or devil take the child they cannot change the child. Here the teacher is potter, architect, and designer. So that the teacher must teach about obedience, truthfulness, justice, grace, compassion, brotherhood, cooperation, social service, honesty, good character. A child learns desirable character responses [1] in accordance with principles of goal seeking and [2] by experiencing satisfaction in connection with those responses which are ethically and socially acceptable and annoyances with those which are undesirable. Thus meaningful goals rewards and punishments are basic in character development as in all learning probably in no other form of learning however it is quite so important that they be adjusted accurately to the stage of development of the child. Much evidence is accumulating to indicate that reward is usually more effective than punishment is being found to be valuable mainly as a deterrent to specific forms of undesirable conduct except in the very simple situations where the right response is the opposite of the wrong. Evidence is also tending to indicate that intensity of reward and punishments is less important than the promptness and consistency of their occurrence especially in the early periods of development of the child.

ROLE OF SOCIAL INTERACTIONS IN MORAL DEVELOPMENT

Social interactions play an important role in moral development. First by providing children with standards of socially approved behavior and second by preceding them with a source of motivation through social approval and disapproval to confirm to these standard without interaction with others children would not known what socially approved behavior is not would they have a source of motivation to behave in any way except as they wished. Early social interactions occur within the family group. Children learn from parents' siblings and other family members what this social group regards as right and wrong.from social disapproval or punishment for wrong behavior and from social approval or rewards for right behavior; children derive the necessary motivation to conform to standards of behavior prescribed by the family members. As their social horizons broaden to include the neighborhood and school children discover in their play with peers and from communicating with them, that some of the standards of behavior they learned in the home are similar to those held by their peers and others are different.

ROLE OF CONSCINCE IN MORAL DEVELOPMENT

According to tradition, children are born with a conscience, the ability to know what is right or wrong in keeping with this tradition is the belief that misbehavior is the result of some inherited weakness, the Origen of which is ascribed to either the mothers or the father s side of the family. Those who hold to such beliefs maintain that children cannot be reformed as a result, they see little need of devoting time and effort to moral training.the justification for corporate punishment was founded on the belief that such punishment would drive out the devil and thus make the naturally bad child into a good bad one. Today it is widely accepted that no child is born with a conscience and that every child must not only learn what is right and wrong but must also use the conscience as a control over behavior. This is regarded as one of the important task of the child hood years.

DEVELOP THE MORAL RULES IN THE CLASSROOM

Follow the law and the Rules

You shall have the same law and the rules for all, the strangers and for those from your country. Let everyone be subject to governing authorities. Rulers are not a terror to good citizens; they are a terror to evil one.

Honor the worthy; a man of Knowledge

Homage paid to the worthy and the righteous is better than any amount of sacrifices that a man may offer in this world. If a man month after month for a hundred years should sacrifice with a thousand sacrifices, and if he but for one moment pay homage to a man whose self is grounded in knowledge, better is that homage than what is sacrificed for a hundred years.

Seek Good, Hate Evil

Seek good and not evil, that you maylive.hate evil, love good. Cease to do evil, learn to do well. Let none of you plan evil in his heart against anyone.

Be Friend of all, Enemy of None

Bear not enmity to anyone as in each heart is lord present. Let all your enemies become your friends. This is the noblest of all actions; the most sublime of all the creeds.

Do not Find Faults with others, Rather Introspect

Why do you look at the speck in your brother's eye but do not consider the plank in your own eye; how can you say to your brother, let me remove the speck out of your eye when a plank is in your eye. First remove the plank from your own eye, and then you will see clearly to remove the speck out of your brother's eye. Kind words and covering of faults are better than charity followed by injury.

Do not be Lazy be Diligent

Be not prone to laziness or slothiness, be diligent. Slackness makes a man poor but diligence make one rich. The soul of sluggards desires and gets nothing, but the soul of the diligent gets rich.

CONCLUSIONS

The teachers should promote moral values in the schools. adequate awareness is to generate among students through conducting different activities and through mass media. The school must organize different curricular and co-curricular programmes. Every school subject is a repository of values. It is for the teacher to identify and select values and to decide how to integrate them naturally in the process of teaching a subject to facilitate value inculcation. Stories, legends, anecdotes, fables and biographies have to be selected to suit the age group so that context of value and purpose to be served can be used effectively to teach language and inculcate values simultaneously. A number of activities well planned and presented through selected context that appeal to the target group can facilitate the inculcation of values. Teacher also often delay too long or overlooking good opportunities in giving early training. such a simple lesson, for example as the distinction between mutual helpfulness among classmates and cheating is frequently put off or taught only sporadically until serious confusion develops. The result is that many children in our elementary and secondary schools do not consider cheating a question of at all.

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